

# Formative Assessment 101 and the Digital Library Project



Presented by Montana's Office of Public Instruction



# State Network of Educators Session 3 Part: 1

## Overview of the Smarter Balanced Consortium's Formative Assessment Definition and the DL Project



January 2014

# Focus: Setting the Stage

## ● Overview



### **Learning Goals:**

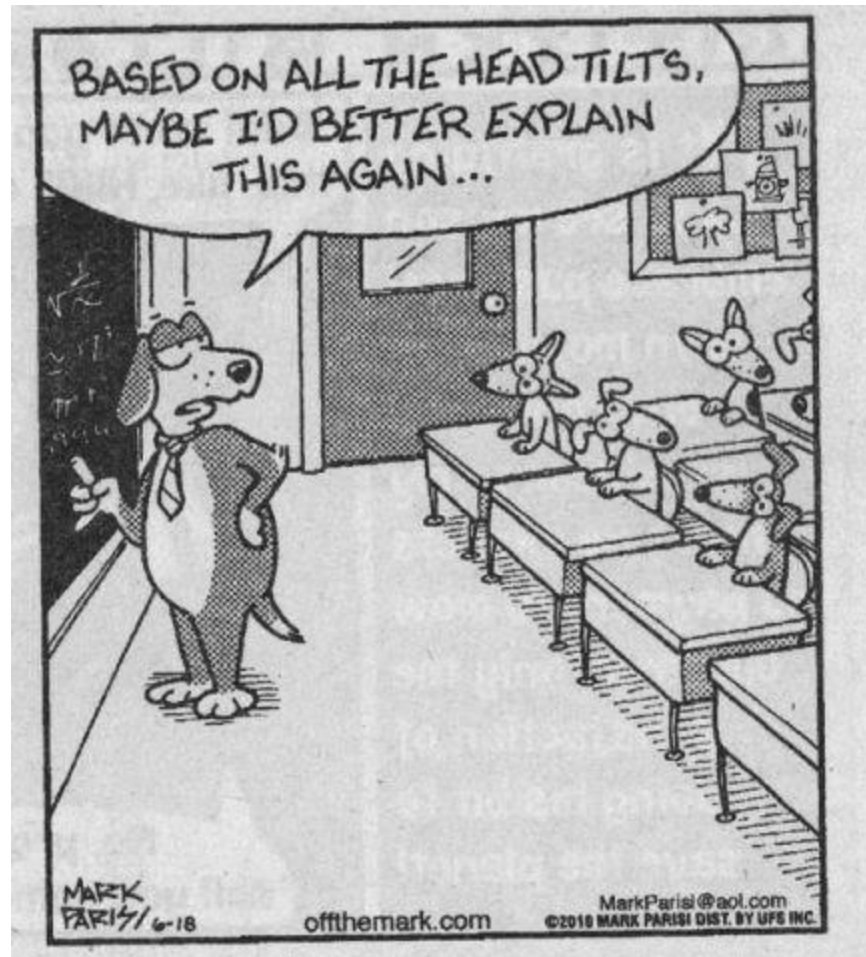
- Review Smarter Balanced's definition of Formative Assessment
- Identify the four components of Formative Assessment



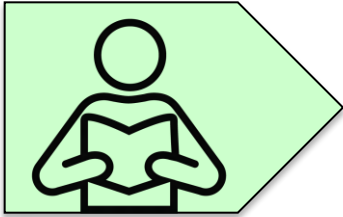
### **Success Criteria:**

- I can explain the definition of formative assessment adopted by the Smarter Balanced Assessment Consortium
- I can explain the four components of the formative assessment process.
- I can tell others about the purpose of the Digital Library Project and how it is accessed.

# Formative Assessment: In the cartoons



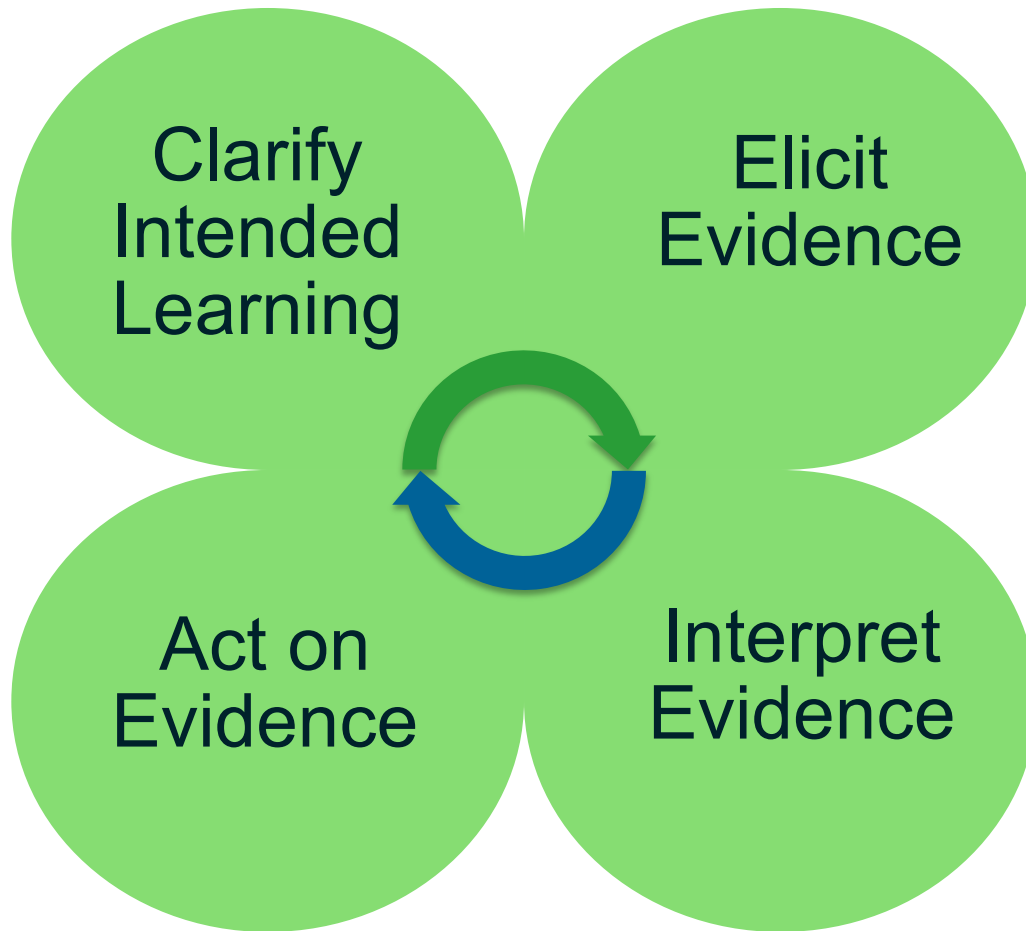
# Formative Assessment Process Defined



Formative assessment is a deliberate ***process*** used by teachers and students ***during instruction*** that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection and attainment of curricular learning targets/goals.

# Four Attributes

The formative assessment process attributes are:



# Formative Assessment Defined

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- Smarter Balanced Library YouTube Video

<http://bit.ly/1eD1vKI>

# Formative Assessment Vignettes

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Example? Or Non-example?



# Formative Assessment—Vignette 1

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## Math Quiz Fervor

Paul teaches fifth grade students at Emerson Elementary School. His daily mathematics lessons are almost always concluded with a 5 item quiz because Paul believes the prospect of these end-of-lesson quizzes motivate his students to pay closer attention during the lesson. Paul uses an items-correct grading system whereby his students' final grade in mathematics is based on each student's average score on these per-lesson quizzes. Because Paul's students invariably score well on the mathematics section of the state's annual accountability tests, his principal expresses delight in Paul's frequent use of daily quizzes.

**Yes or No?**

# Formative Assessment—Vignette 2

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## Building-Block Status

During any instructional unit taking more than three weeks to complete, Maria Sanchez tries to isolate two or three pivotal en route skills or bodies of knowledge that she believes her students must master in order to achieve the instructional unit's most significant intended objective. She develops brief assessments for each of these en route building blocks typically using multiple-choice or short-answer items and requires her students to complete those assessments while the unit is still underway. Based on her students' performances on these during-the-unit assessments, Maria often- but not always- modifies her planned instructional activities so those activities mesh more appropriately with the students' current levels of achievement.

**Yes or No?**

# Formative Assessment—Vignette 3

## A “Students Only” Approach to Using Assessment Evidence

Gerald Peavey is a chemistry teacher who believes strongly that students learn most meaningfully when they take personal responsibility for their own accomplishments. Accordingly, during his instruction he uses a variety of assessment techniques that he describes as “dipstick” tests. Some of Mr. Peavey’s dipstick tests are quite traditional and some are truly atypical. The function of these assessments is to provide the students with information that they can use to tell if the procedures that they are currently using (in an attempt to master a series of en-route sub-skills and bodies of enabling knowledge) are working well. Mr. Peavey wants many of his students to become “real-world” chemists, and he tries to have them monitor the success of their own learning approaches by using what he calls “scientific evidence of their progress.” Mr. Peavey does not, however, use the dipstick tests to adjust his own instructional procedures. He believes that, if he were to do so, this would represent a dilution of the assessment evidence he wants to provide exclusively for his students.

**Yes or No?**

# Focus

## ● Introducing the Smarter Balanced Digital Library Project



### **Learning Goal:**

- Participate in the introduction to the Smarter Balanced Digital Library Project



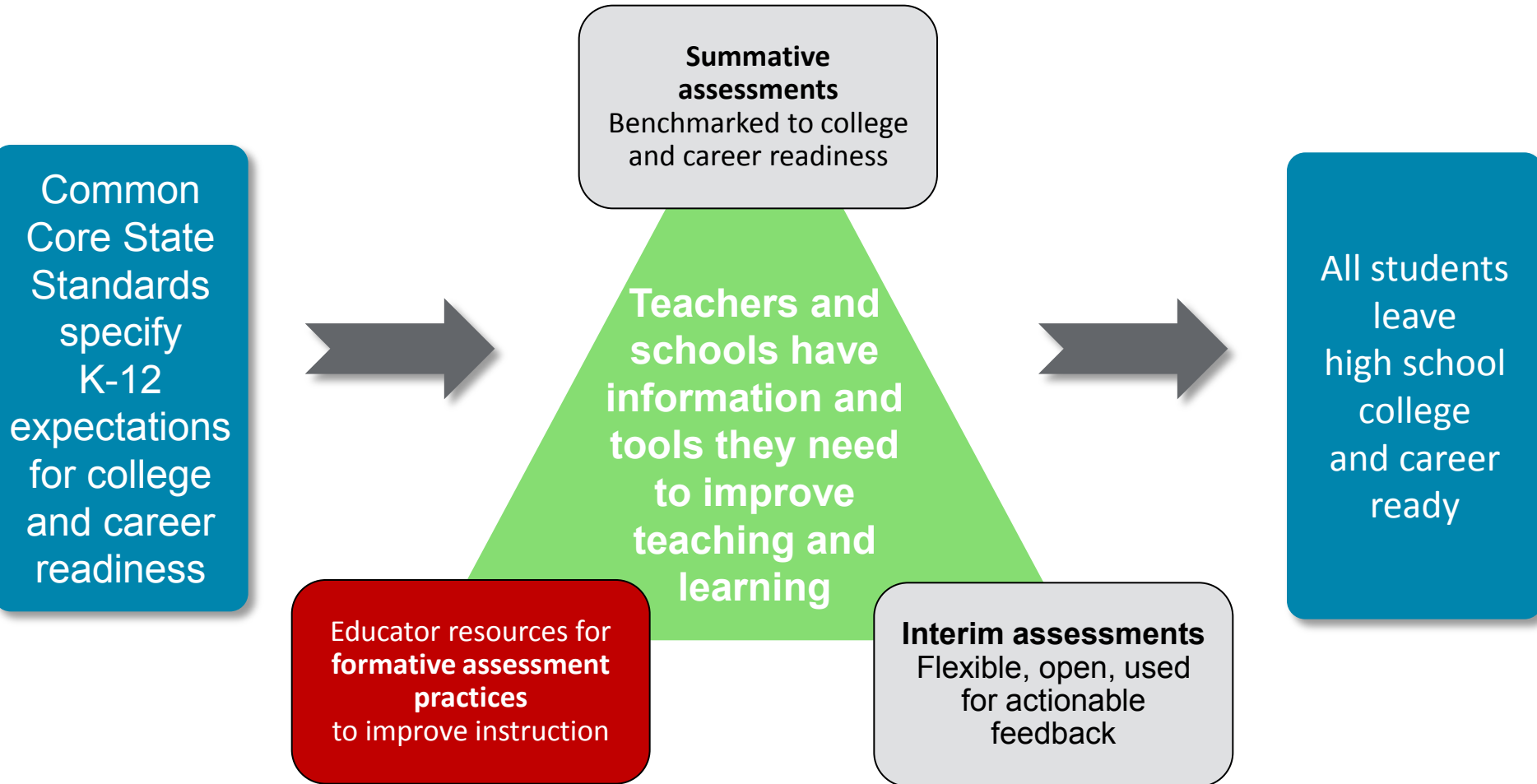
### **Success Criteria:**

- I can tell others about the purpose of the Digital Library Project and how it is accessed.
- I can access the Digital Library when it is available in April 2014.



# The Digital Library: Transforming Educational Practice

# A Balanced Assessment System



# SLTs (State Leadership Team) and SNEs (State Network of Educators)

SLTs (Montana: Higher Ed, OPI, and K-12 educators)	SNEs (Montana: Higher Ed, OPI, and K-12 educators)
Recruit, identify, and train SNEs.	Help populate the Digital Library in advance of the March/April 2014 launch.
Monitor and support SNEs' review of resources and make final posting decisions.	<ul style="list-style-type: none"> <li>Review supplemental resources using Quality Criteria.</li> <li>Submit additional resources for review.</li> </ul>
Provide feedback on the resources in the Digital Library, the review and posting process, the Quality Criteria, and usability of the library.	
Provide feedback on commissioned and supplemental resources.	Use the Digital Library resources and collaboration tools for professional learning and instruction.
Provide overall leadership to the SNEs and administer stipends.	Provide feedback on the resources in the library, the review and posting process, the Quality Criteria, and usability of the Library.

# How does the work flow?

## SLT and SNE trainings

- SLT's attend five 2 day face-to-face trainings
- SNE's then attend 5 training sessions via Adobe Connect
- SNE's submit resources to posting and review resources after each training session

## Long-Term

- SLT Trainings 3 (March 2014), 4 (May 2014), and 5 (August 2014)
- Software Version 1.2 in April 2014
- First set of 23 Exemplar Instructional Modules and Assessment Literacy Modules in March 2014
- Second set of Modules in May 2014 and third set of Modules by September 2014

## Milestone

- Digital Library Open to Consortium Members in April 2014



# Digital Library Resources

## Assessment Literacy Modules

- Commissioned Professional Learning Modules
  - Resources for educators, students and families
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- Frame Formative Assessment within a Balanced Assessment System
  - Articulate the Formative Assessment Process
  - Highlight Formative Assessment Practices and Tools

## Exemplar Instructional Modules

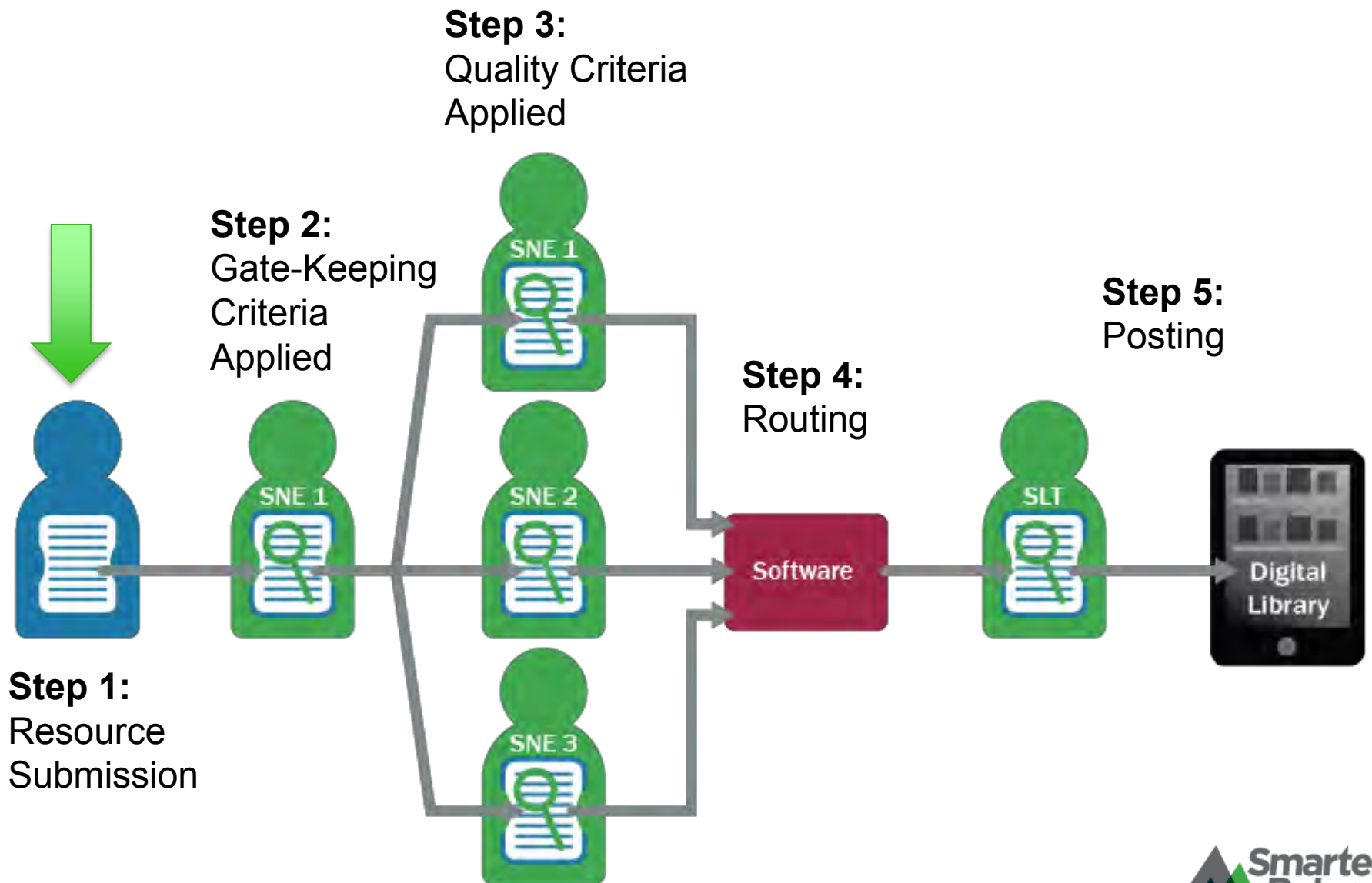
- Commissioned Professional Learning Modules
  - Instructional coaching for educators
  - Instructional materials for students
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- Demonstrate/support effective implementation of the formative assessment process
  - Focus on key content and practice from the Common Core State Standards for Mathematics and English Language Arts

## Education Resources

- High-quality vetted instructional resources and tools for educators
  - High-quality vetted resources and tools for students and families
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- Reflect and support the formative assessment process
  - Reflect and support the Common Core State Standards for Mathematics and English Language Arts
  - Create Professional Learning Communities



# Resource Posting Process



# A visit to the Digital Library

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Smarter Balanced Digital Library

# Thank You!

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Kudos to the MT State Leadership Team and State Network of Educators in this unprecedented effort to support teaching and learning!

Thanks to those of you who attended today. Please spread the word to your colleagues!

For more information, please contact:  
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